

WATERLOO ELEMENTARY

10457 Hwy. 221 South
Waterloo, South Carolina 29384

GRADES PK-5 Elementary School

ENROLLMENT 261 Students

PRINCIPAL Sherry E. Abrams 864-677-4670

SUPERINTENDENT Edgar C. Taylor 864-984-3568

BOARD CHAIR Leni N. Patterson 864-682-2633

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	43	58	2	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 12 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

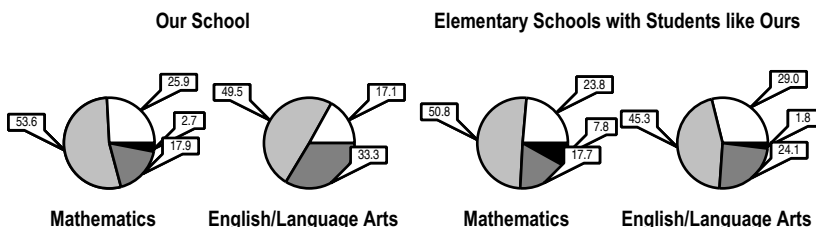
WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG





PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	Average	Below Average	N/A
2003	Good	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	22	40	29
Percent satisfied with learning environment	100.0%	90.0%	86.2%
Percent satisfied with social and physical environment	100.0%	82.5%	86.2%
Percent satisfied with home-school relations	90.9%	87.5%	92.9%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	121	99.2	17.1	49.5	33.3	N/A	33.3	17.6
Gender								
Male	56	98.2	22.0	48.0	30.0	N/A	30.0	17.6
Female	65	100.0	13.1	50.8	36.1	N/A	36.1	17.6
Racial/Ethnic Group								
White	94	98.9	16.5	47.1	36.5	N/A	36.5	17.6
African-American	27	100.0	19.2	57.7	23.1	N/A	23.1	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	100	100.0	14.7	47.4	37.9	N/A	37.9	17.6
Disabled	21	95.2	31.3	62.5	6.3	N/A	6.3	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	121	99.2	17.1	49.5	33.3	N/A	33.3	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	121	99.2	17.1	49.5	33.3	N/A	33.3	17.6
Socio-Economic Status								
Subsidized meals	72	98.6	17.5	54.0	28.6	N/A	28.6	17.6
Full-pay meals	49	100.0	16.7	43.8	39.6	N/A	39.6	17.6

Mathematics								
All students	121	100.0	25.9	53.6	17.9	2.7	20.5	15.5
Gender								
Male	56	100.0	25.5	54.9	17.6	2.0	19.6	15.5
Female	65	100.0	26.2	52.5	18.0	3.3	21.3	15.5
Racial/Ethnic Group								
White	94	100.0	20.9	54.7	20.9	3.5	24.4	15.5
African-American	27	100.0	42.3	50.0	7.7	N/A	7.7	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	100	100.0	22.1	53.7	21.1	3.2	24.2	15.5
Disabled	21	100.0	47.1	52.9	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	121	100.0	25.9	53.6	17.9	2.7	20.5	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	121	100.0	25.9	53.6	17.9	2.7	20.5	15.5
Socio-Economic Status								
Subsidized meals	72	100.0	34.4	43.8	20.3	1.6	21.9	15.5
Full-pay meals	49	100.0	14.6	66.7	14.6	4.2	18.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	35	N/A	22.9	60.0	17.1	N/A	17.1
	Grade 4	41	N/A	7.3	65.9	24.4	2.4	26.8
	Grade 5	32	N/A	25.0	53.1	21.9	N/A	21.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	43	97.7	7.5	35.0	57.5	N/A	57.5
	Grade 4	37	100.0	18.8	62.5	18.8	N/A	18.8
	Grade 5	41	100.0	25.6	53.8	20.5	N/A	20.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	35	N/A	37.1	60.0	2.9	N/A	2.9
	Grade 4	41	N/A	51.2	31.7	12.2	4.9	17.1
	Grade 5	32	N/A	43.8	37.5	15.6	3.1	18.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	43	100.0	17.1	58.5	22.0	2.4	24.4
	Grade 4	37	100.0	28.1	56.3	12.5	3.1	15.6
	Grade 5	41	100.0	33.3	46.2	17.9	2.6	20.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 261)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	5.2%	Down from 5.4%	2.6%	2.4%
Attendance rate	94.5%	Up from 92.4%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	6.7%	Up from 4.1%	11.5%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	6.1%	Down from 6.7%	8.4%	8.0%
Older than usual for grade	1.1%	Up from 0.4%	1.3%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 16)				
Teachers with advanced degrees	37.5%	Down from 59.1%	47.1%	50.0%
Continuing contract teachers	93.8%	Up from 77.3%	85.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	N/A	N/A	86.4%	86.2%
Teacher attendance rate	94.0%	Down from 94.9%	95.3%	95.3%
Average teacher salary	\$36,474	Down 4.5%	\$39,326	\$39,909
Prof. development days/teacher	12.2 days	Up from 10.1 days	12.2 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio	18.9 to 1	Up from 16.5 to 1	18.9 to 1	18.9 to 1
Prime instructional time	87.7%	Up from 86.5%	89.5%	89.7%
Dollars spent per pupil*	\$10,479	N/A	\$5,780	\$5,892
Percent spent on teacher salaries*	65.0%	N/A	66.6%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 97.1%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Waterloo Elementary's second year proved to be one of growth and adaptation. While our student population increased to over 300 3K - 5th grade students, our teachers and administration continued to assess, evaluate, and reevaluate our students in order to reach the needs of our students and our community. This process will continue as we constantly push for excellence in all of our academic areas - especially math and ELA. Pursuant to this goal, we spent Title I funds to assure that our students meet and exceed the standards established by our state. Through P.A.C.T. and benchmark testing our teachers will constantly be aware of their students' progress, areas upon which we need to focus, and the teaching methods that are effective and those that are ineffective. A comprehensive curriculum guide has been adopted in order to ensure that all standards are taught. These guides also give teachers more than one idea or method to teach a standard or to solve a problem so that students will be more prepared for P.A.C.T. In addition to the Compass Learning Computer Lab, benchmark testing, and the curriculum guides, Waterloo Elementary continues to place a high emphasis on Academy Time which is our students' individual "help" time. This program is constantly upgraded and improved to better meet the needs of our students. "Thinking Maps" and "Write from the Beginning" remain essential components to our ELA program in order to improve the writing and organizational skills of our students. Our balanced literacy program, emphasizing the teaching of and the use of strategies and the importance of guided reading, is still the cornerstone of our ELA program and continues to help our scores improve. Our new math program, the Accelerated Reader program, and our science program all focus on individual needs, finding solutions to these needs, and eventually finding success.

The non-academic areas of our school also concentrate on the development of the whole individual and their maximum potential. Our students are continually encouraged to find solutions to potential problems before they occur or solve their current personal problems through our guidance office and the Peace Works "I CARE" program. Social problems such as drug abuse are attacked through programs such as D.A.R.E. and Red Ribbon Week. We strive to stress to our students the importance of giving back to the community through Service Learning and community involvement with programs such as "March of Dimes," "Feed the Animals," and the "Safe Home Project."

At Waterloo Elementary, we have set high goals for our school and community. These goals will be reached through determination, diligence, hard work, and pride.

Sherry E. Abrams, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.